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2002 6 20

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2.1	4
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3.1	18
3.2	19

4

4.1	24
4.2	가 44	
4.3	48

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5.1		51
5.2		52
		54
1		57
2		60
3	가	65
4	가	68

< 1>	18
< 2>	19
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< 6>	45
< 7>	46
< 8>	46
< 9>	49
< 10>	49

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< 14>		36
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< 16>		38
< 17>		39
< 18>		39
< 19>		40
< 20>		41
< 21>	4	42
< 22>		42
< 23>		43
< 24>		가	48

**The Effects of Teaching English through English on
Learners' Interests and Listening Abilities
in a Korean High School**

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*Graduate School of Education
Pukyong National University*

Abstract

The purpose of this study is to investigate the effects of 'Teaching English through English'(TEIE) on high school students' interests and examine whether students' listening abilities will be improved after the experimental class. The 165 subjects of the study were drawn from the 2nd grade students in a girls' high school in Busan, who were divided into two groups -the experimental group and the control group. The experimental group was taught English through English, with 10 minutes' listening activities for 13 weeks while the control group was instructed in a traditional teaching way of the grammar-translation method like other classes in high schools.

The findings of the study were as follows: First, teaching English through English with 10 minutes' listening activities increased the learners' listening abilities significantly. Second, although participants in the experimental group did not show greater increases in learners' interests and confidence after the experiment, approximately 70% of them thought that English should be used as the medium of instruction.

Lastly, there was no difference between the experimental group and the control group in terms of reading comprehension abilities. This may mean that the communicative teaching method or TEIE did not seem to inhibit the improvement of the students' reading competence.

Overall, the findings of the study imply that sufficient target language use in the classroom ensures the improvement of learners' listening abilities, but the first language can be often required to help increase students' interests and motivation.

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(TETE: Teaching English through English)
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1997 17 ,

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1.2

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13

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1.3

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2.1

2.1.1

가 , 가 (, , ,)
가 . (1996: 62) 가
가
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(Asher, 1977; Krashen Terrell, 1983; Postovsky, 1974)

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가 .
EFL

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(1994: 47) “
” , Littlewood(1981: 65-67) 가
가
가 가 가
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Rivers(1981: 160)

Listening is not a passive skill, nor even, as has traditionally been believed, a receptive skill. Listening is a creative skill. In order to comprehend the sounds falling on our ears, we take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material we create a significance.

(1995)

Paulston Bruder(1976: 127)

가

Comprehending the spoken form of the target language is one of the most difficult tasks for the language learner, yet it is probably the most neglected skill in second language teaching. This neglect stems of course from the objectives of much language teaching in situations where the students are not likely to be exposed to native speakers,

but the neglect is probably most of all due to our ignorance about the nature of the process of listening comprehension. The lack of knowledge on a theoretical level influences our knowledge of what and how to teach our students to comprehend the spoken language.

2 가

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Postovsky (1974: 231) 가 (, ,)

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2.1.2 (Natural Approach)

1980 Krashen Terrell (1983)

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(input)

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(1995)

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Krashen

(1985)

가

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가

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(1996)

‘ 가

(comprehensible input)’

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가

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가

가

가

가

2.1.3 (Communicative Language Teaching)

1960

(situational method)

(audio-lingual method)

가

(2001) Chomsky(1965: 3)

Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

Chomsky(1965)

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 .
 Chomsky ,
 Hymes(1972) Halliday(1973) .
 Hymes(1972) ‘ , ’
 (communicative competence)
 .
 Savignon(1983: 37-41)
 (sociolinguistic competence),
 (grammatical competence),
 (strategic competence), (discourse compe-
 tence) 가 가 .
 (1997) Canale Swain(1980) ,
 ‘ 가
 , , , , ,
 가 가 .
 Larsen-Freeman(1986)
 . , 가 (authentic language)
 . , (target language)
 , . , 가

가 가
· ,
· , 가
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(direct method) (audio-lingual method)
· ,
· (process)

가 가
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2.2

2.2.1

· ESL 가 가
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EFL

가 ,
가

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 . (1996: 203- 216) ,

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가
가 .

(2000)

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(1996: 204) “

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가 ” .
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“ 가 가
가

”(p. 214)

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Krashen Terrell(1983)

Teacher talk is foreigner talk in the second language classroom. It is the language of classroom management and explanation, when it is in the target language. There is good evidence that teacher talk is also roughly tuned to the level of the acquirer. Teacher talk as well is motivated by the desire to communicate. It may thus be the case that "caretaker speech" is available to adult second language acquirers and that it has approximately the same effect on them as it does on children.

If the input hypothesis is correct, teacher talk is actually more valuable. When we "just talk" to our students, if they understand, we are not only giving a language lesson, we may be giving the best possible language lesson since we will be supplying input for acquisition.(p. 34-35)

2

가 ,
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2.2.2

EFL

가

Cameron(2001) EFL

Choosing to use more of the foreign language may mean that extra work is required to support children's understanding. If pupils are required to use the foreign language, then we know that this makes a greater demand on them than just understanding and that, again, appropriate support will be needed.(p. 199)

Min Jung(2000)

'possible occasions of using L1 such as negotiation of the lesson, classroom management, language analysis and discussion of cross-cultural issues, etc'

Piassecka(1988)

가

Min Jung(2000)

L1

The Korean English classroom is monolingual. It's totally different from the ESL classrooms. Both teachers and students can get help using L1 whenever it is necessary. Whenever it is possible, use English. But if necessary, use Korean to fill the gap which can happen between the L1 and L2, and help students understand and communicate better. Therefore, it is better to think of the inevitable timely use of Korean as a potential aid or tool and to help students learn effectively.(p. 60)

ESL

Welchler(1997)

ESL

EFL

. EFL

가

(1998: 21))

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Willis(1997)

Teaching English through English means speaking and using English in the classroom as often as you possibly can, for example when organizing teaching activities or chatting to your students socially. In other words, it means establishing English as the main language of communication between your students and yourself: your students must know that it does not matter if they make mistakes when they are talking or if they fail to understand every word that you say. (p.)

가

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가

Doff(1988) 가

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가

(2000)

가

Fouser (2000)

3

From a linguistic perspective, the quantity of the input is too small to enhance acquisition, and the quality of the input in most cases is not appropriate to learner needs. From a pedagogical perspective, in a monolingual and monocultural society such as Korea, teaching in English casts teachers as Korean role models that learners can follow, which helps learners develop self-confidence. It also allows teachers to share their enthusiasm for the subject with students which is beneficial to improving learner motivation and the atmosphere of the classroom. From a social perspective, combined with confidence building, teaching in English has the potential to help learners develop an open mind, which is the basis for effective cross-cultural understanding.

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, EFL

ESL

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3

3.1

D 2 4 160

2 , (84) (81) 2001 9 1

2001 12 15 13 . 2

2001 1 . 2

, 1 가 70.19,

70.06 p= .9557 . 2

가 73.80, 75.42 p= .4958

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	1 가		2 가	
	80	84	83	83
	70.19	70.06	73.80	75.42
	13.558	15.783	16.033	14.634
t- value	0.06		- 0.68	
Pr > t	0.9557		0.4958	

3.2

3.2.1

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2001 12 ,
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	81	70
	84	84

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(2) ,

2001 9 18

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가 (B)

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(12) 2

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(3) (D)

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4

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3.2.2

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가 2 , 5 ,

2 가

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가 (: , ,

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80 90%

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50

가

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10 , 20

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3.2.3

(1) (1 : 15)

(Warm Up)

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1 True or False 2

(cloze test) .

(useful expression)

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가 가 ,

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(2)

Emily Lites Kathy

Thorpe가

'Doing Business in English'

< 3> (C).

< 3>

topic		functions
At a Hotel	1	Making Reservations
	2	Checking In
	3	Getting Information
	4	Room Service
	5	Checking Out
At a Restaurant	6	Making a Reservation
	7	Receiving an Invitation
	8	Asking about Menu Items
	9	Ordering
	10	At a Fast-Food Restaurant
Everyday Places	11	At a Bank
	12	At a Post Office
	13	At a Gas Station
	14	At a Barber's/ Hairdresser's
	15	At a Dentist's Office
Shopping	16	At a Department Store
	17	Buying Clothes
	18	At a Drugstore
	19	Buying Toiletries
	20	At a Supermarket

(3)

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8 , 1, 2,
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1, 2 , 1

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가

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2 , 9 , 12
2 가(, 가)
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가
(1)
(2) .

4.1

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(Cronbach)
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Cronbach 가 0.71
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가

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‘ ’ ’

21.74%

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가 .

6

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'가 8.65% 25.71%

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6

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40.75%

가

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가 .

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< 4> , (%)

		2.46	18.52	49.39	24.69	4.94
		1.46	20.28	63.76	13.04	7.24
		0	9.88	35.81	40.74	13.57
		2.85	12.87	41.44	39.99	2.85
		0	8.65	53.09	29.61	8.65
		1.42	24.29	57.14	11.43	5.72
		6.18	40.74	44.45	6.17	2.46
		8.58	38.57	52.85	0	0
		3.71	37.04	44.43	14.82	0
		7.14	32.86	47.14	10.00	2.86
		0	14.82	59.26	24.70	1.22
		1.43	18.57	48.57	28.57	2.86
		2.46	24.70	53.08	19.76	0
		5.71	22.86	51.43	20.00	0
가		6.17	19.76	49.38	19.76	4.93
		2.94	27.94	48.54	17.64	2.94
		16.04	28.40	49.39	6.18	0
		7.35	39.71	47.06	2.94	2.94
가 ?						
		12.67	21.51	59.49		6.33
		6.06	24.23	68.17		9.09

4.1.2 ,

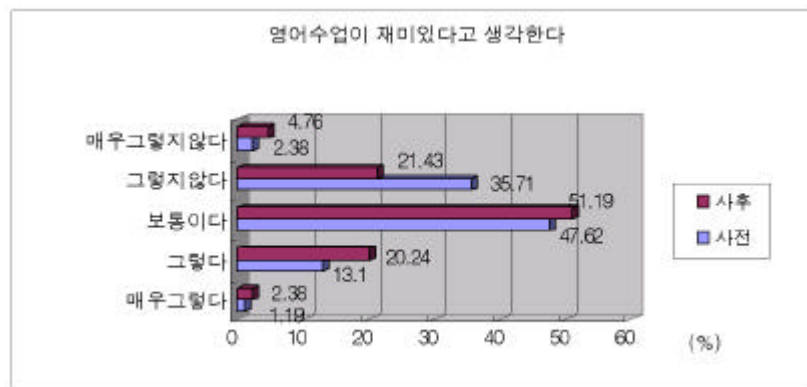
가

< 1> < 15>

(1)

< 1>
가
, ‘ , ‘ , ‘ ,
38.09% 26.19% , ‘ , ‘ ,
14.29% 22.62%
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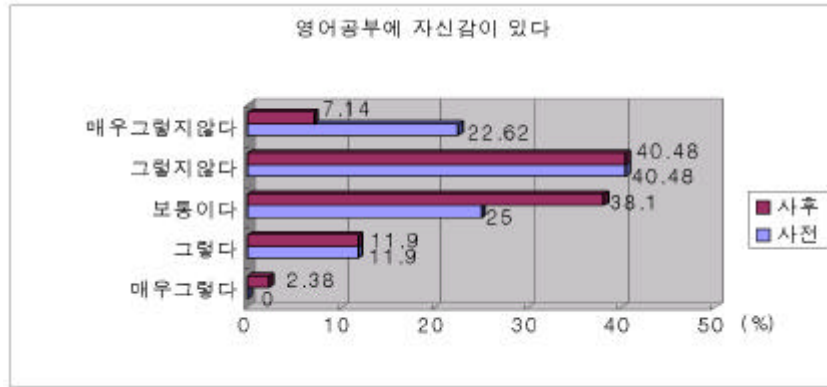
< 1>



< 2>

, ‘ , 22.62%
7.14% , ‘ , ‘ ,
13.1%, 2.38% 가 p= .0261
2 가

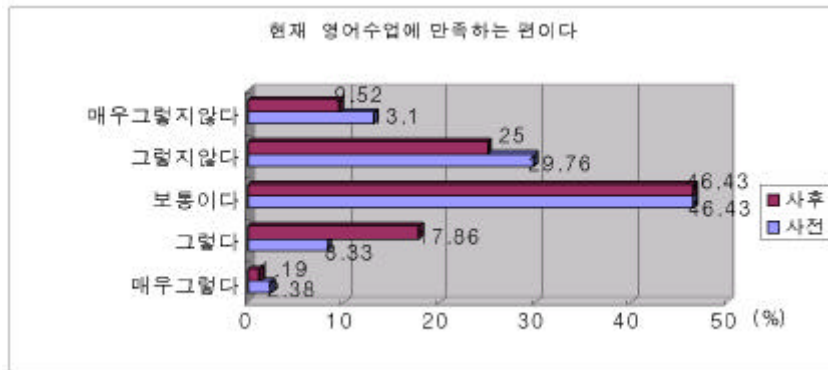
< 2>



< 3>

‘ , ‘ ,
 42.86% 34.52% ‘ , ‘ ,
 10.71% 19.05% 가 .
 17.06% ,
 21.11% .
 , ,
 가
 .

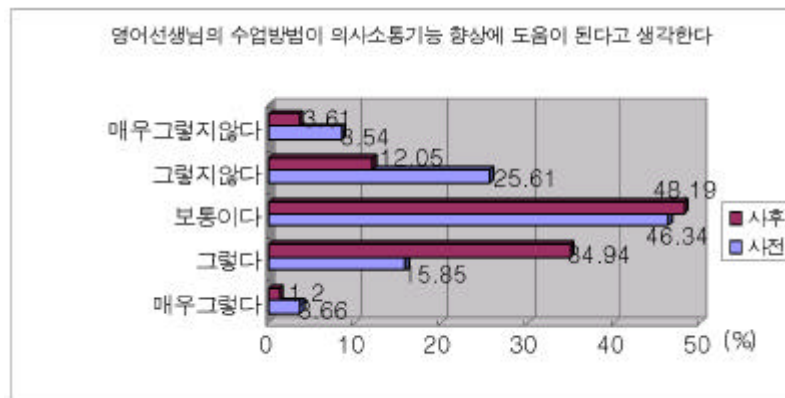
< 3>



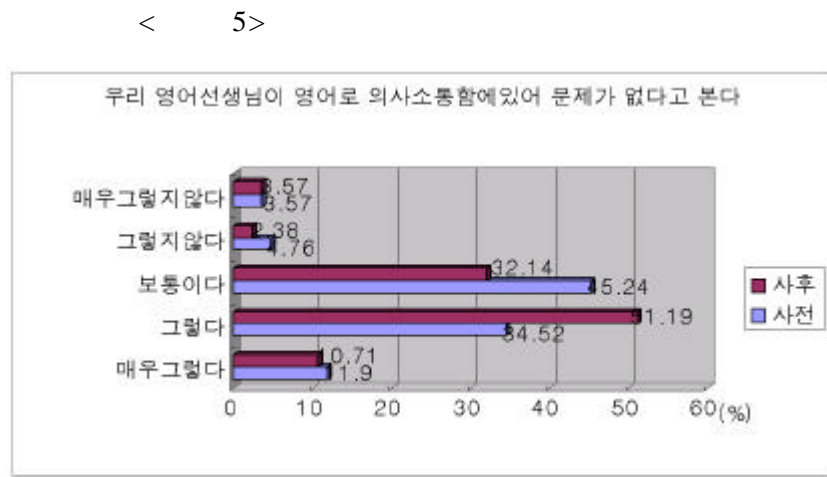
< 4> p= .0132

가

< 4>

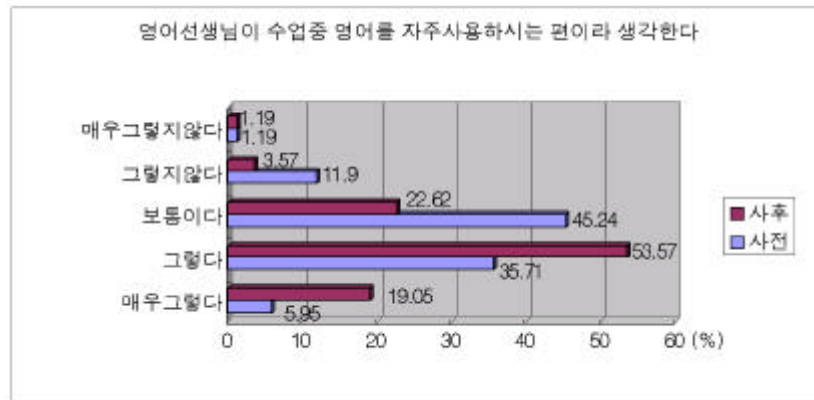


< 5> p= .2576 , 가 , , , , , 46.42% 61.9% 가



< 6> 가 , , , , , 41.56% 72.62% 가 p= .0008 .

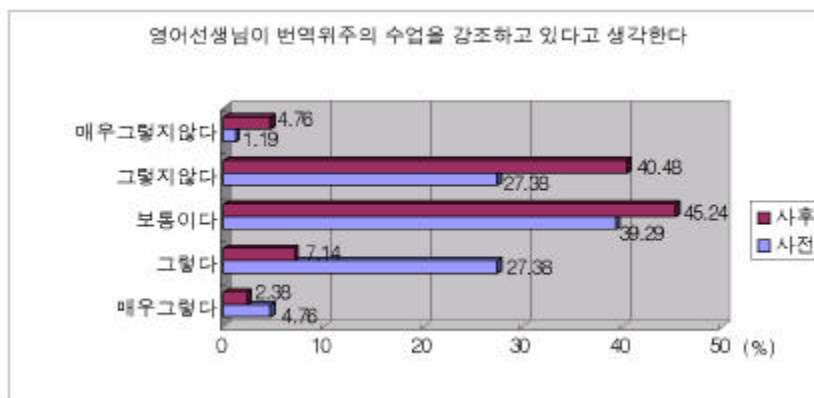
< 6>



< 7>

‘ , 32.14% 10.02% , ‘ , ‘ , 28.56% 45.24% 가 p= .0049 가 가 , 가 .

< 7>

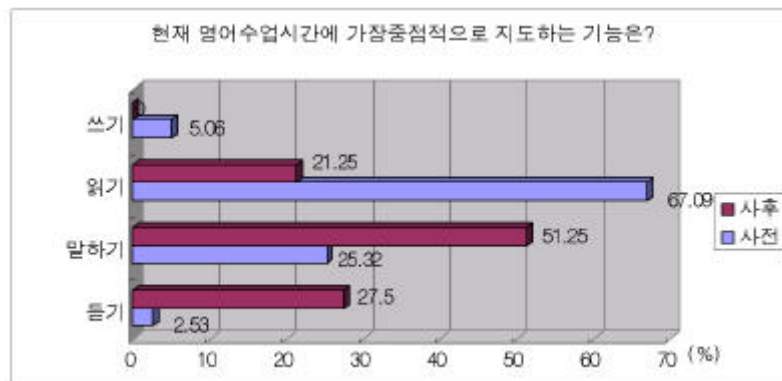


가 ‘ , ‘ , , 7.95% , 8.34% , 15.98% 가 ‘ , ‘ , , . 가 가 . . .

(2)

< 8> 가 67.09% , 21.25% , 25.32% 51.25% , 2.53% 27.5% 가 .

< 8> 4



(3)

< 9>

가

27.71%

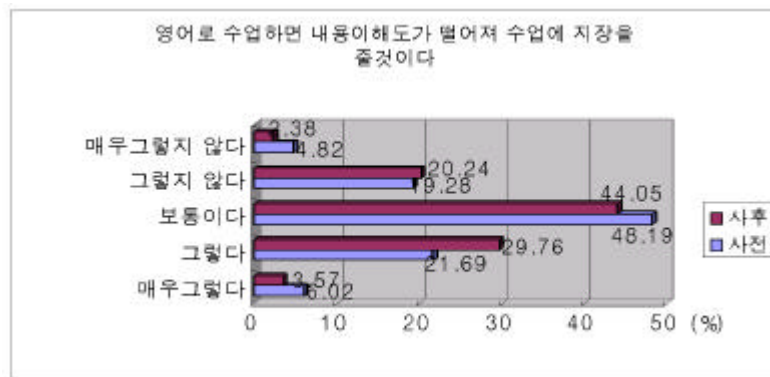
33.33%

< 10>

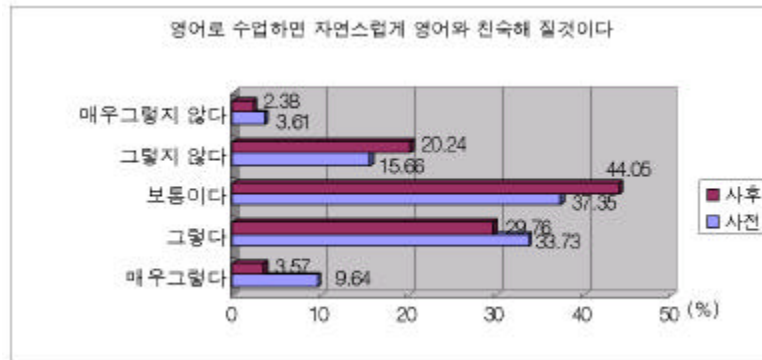
43.37%

33.43%

< 9>

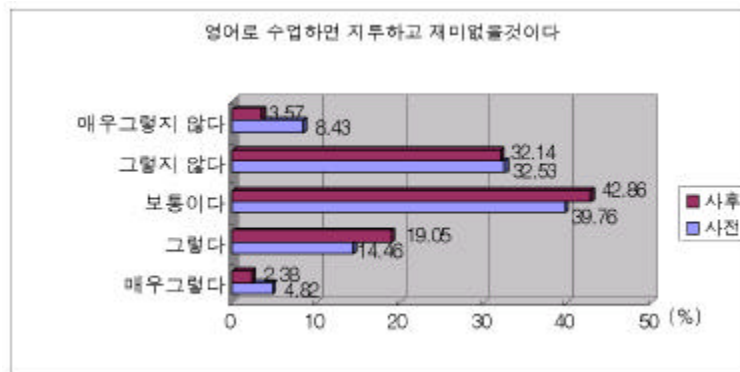


< 10>



‘ , ,
 < 11> , 가 , ,
 ‘ , . < 9>
 < 10> , 가 .

< 11>

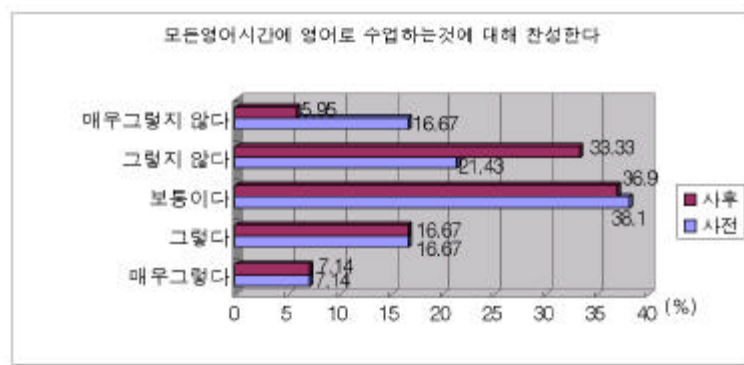


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 가 ,
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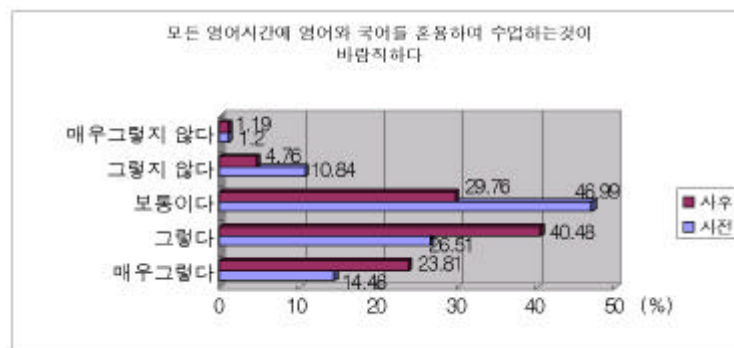
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23.81%, ‘ , ‘ , , 40% , , 40.97%, 64.29% .

< 12>



< 13>



< 14>

(English

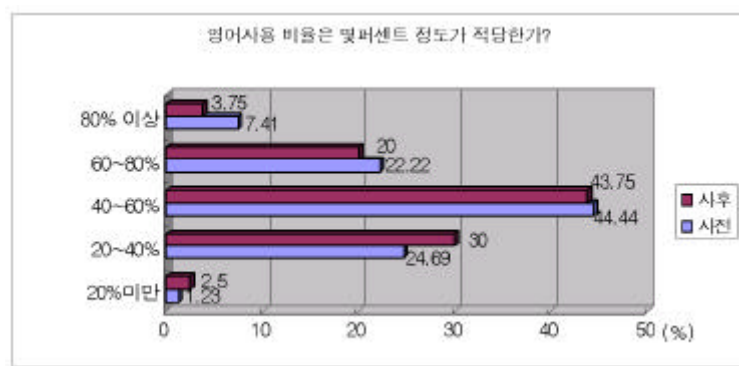
only)

40- 60% 가

가 , 43.75% , 44.44% 가 20-40%가 , 60-80% 가 40% 가

100%

< 14>



(open-ended question) , < 15>

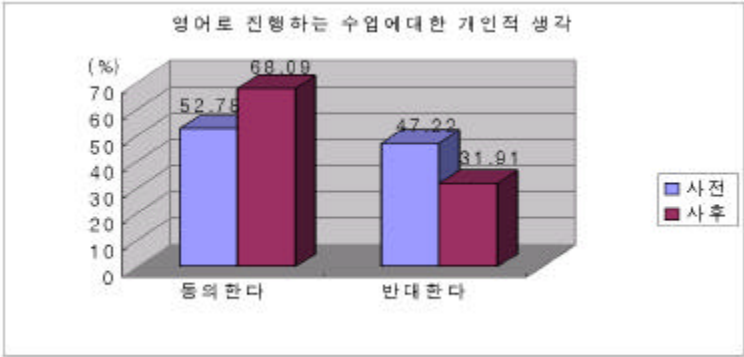
가

가

가

가

< 15>



가 ,

40 60% 가 40% . 80 90%

가

4.1.3

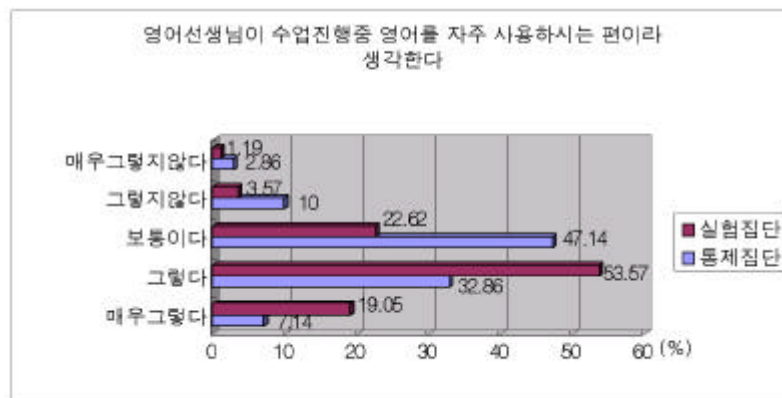
가 .

(1)

< 16>

가
, , , 72.62% p= .0016

< 16>



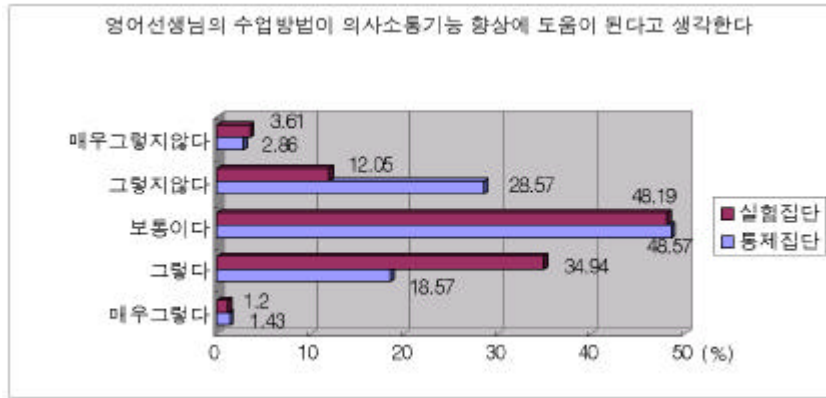
, < 17>

, p= .0592 16.14%

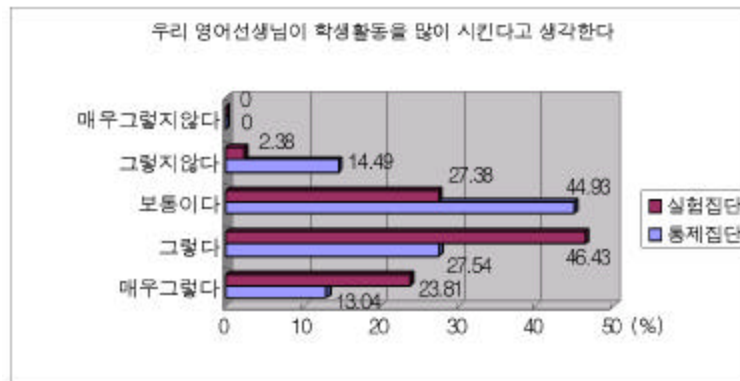
< 18>

, , , ,
70.24%, 40.58% p= .0010

< 17>

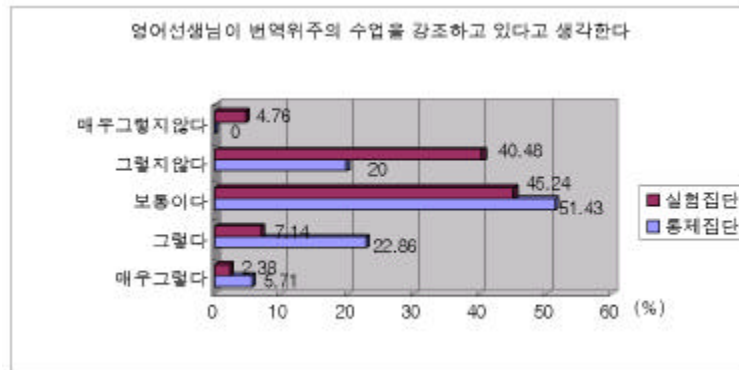


< 18>



< 19> ‘가’,
 ‘’, ‘’, 20%,
 45.24%, ‘’, ‘’가 25.24%, 9.52%
 p= .0025

< 19>



< 17>, < 18>, < 19>

,

< 20>

, ‘ ’가 42.03%, ‘ ’, ‘

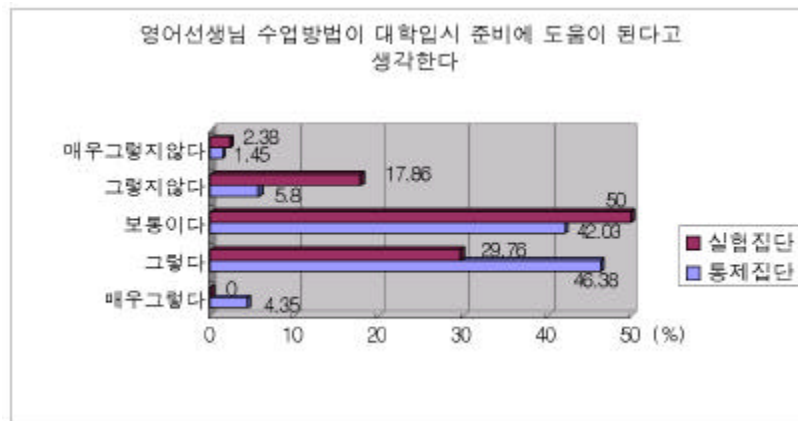
’가 50.73%,

‘ ’, ‘ ’,

29.76% p= .0207 .

,

< 20>



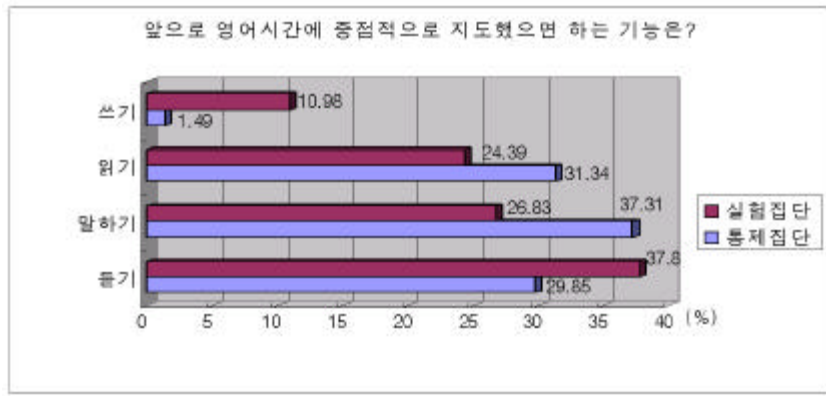
(2)

< 21>

7.95%
가

4

4

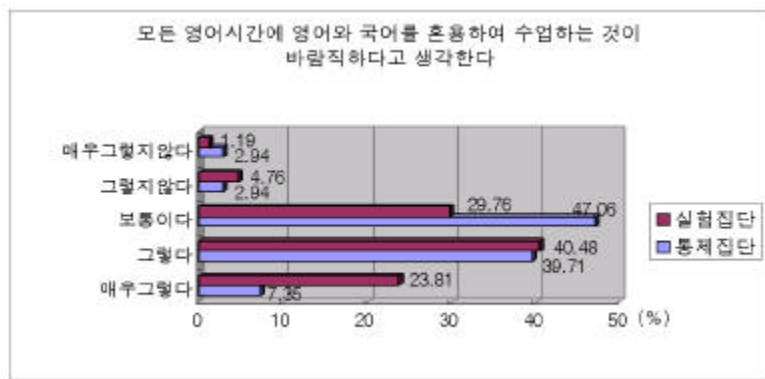
$$\langle 21 \rangle \quad 4$$


(3)

< 22 >

64.29%, 47.36% p= .0389

< 22>



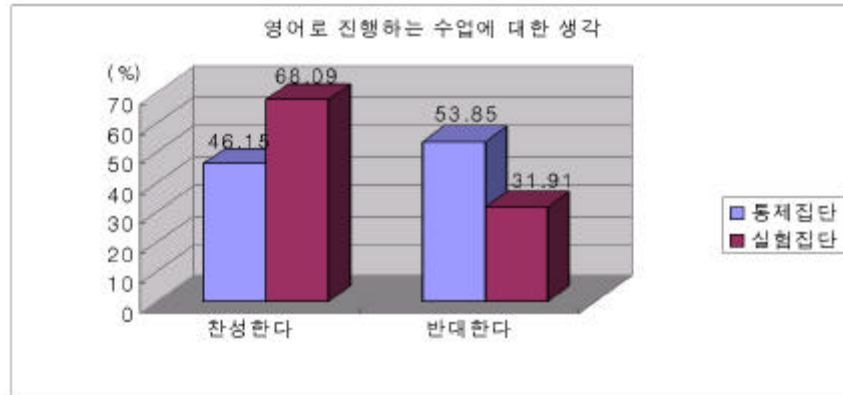
(open-ended question)

, < 23>

, 46.15%, 68.09%

, ‘ 가 , ‘
, ‘

< 23>



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. 가 ,

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, 4

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4.2 가

, 가 t-test , 가 .

< 5> 9 ,

12

t-test .

< 5>

	N			t-value	Pr > t
	77	77.857	16.271	- 0.69	.4934
	84	79.524	14.533		

p .4934

가

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가

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< 6>

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가

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< 6>

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	N			t-value	Pr > t		N			t-value	Pr > t
	77	72.273	14.791	- 2.23	.0273		84	70.952	16.215	- 3.61	.0004
	77	77.857	16.271				84	79.524	14.533		

,

5

.

. p

.0273,

.0004

가

,

가

가

가

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< 7> < 8>

. 85 , 80 60 , 55

< 7>

							t-value	Pr > t
	N	()	N	()				
	22	89.82 (6.73)	35	93.21 (9.25)	3.39	9.234	1.94	.06425
	41	68.14 (5.57)	45	77.86 (8.77)	9.71	9.230	6.23	.0001
	21	50.48 (4.98)	4	64.05 (10.56)	13.57	8.535	7.29	.0001

< 8>

							t-value	Pr > t
	N	()	N	()				
	20	85.91 (5.51)	33	88.33 (9.33)	2.42	8.30	1.68	.1032
	45	67.50 (5.68)	37	75.16 (13.47)	7.65	14.08	3.08	.0044
	12	47.50 (6.22)	7	56.25 (14.32)	8.75	11.10	2.73	.0196

< 7> < 8>

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p= .0001

. ,

, 가

9.71, 13.57 .

p= .0624 ,

가 3.39

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가

가 ,

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가

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가

가

가

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< 8>

가 가

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가

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24>

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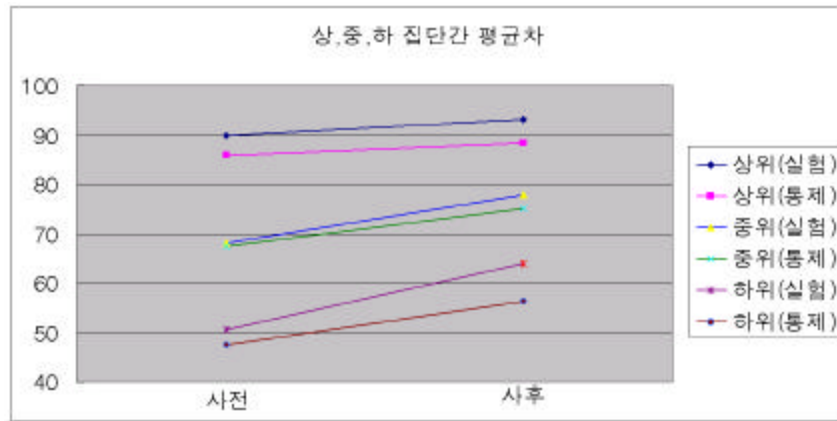
가

가 가

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< 24> , ,



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가 ,

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8.57, 5.58 가

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가 가

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가

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4.3

1

2

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t-test

< 9> 2 가
 .
 p= .3761
 가 가 .

< 9>

	N			t-value	Pr > t
	83	74.639	16.307	0.89	.3761
	83	72.434	15.695		

< 10> p= .0752, p= .0845 1
 2 가
 . , 1 2

< 10>

	N			t-value	Pr > t		N			t-value	Pr > t
	83	69.819	18.308	- 1.79	.0752		83	67.928	17.691	- 1.74	.0845
	83	74.639	16.307				83	72.434	15.695		

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< : Doing Business English >

Unit 1 MAKING RESERVATIONS

Warm Up

1. How far in advance do you usually make hotel reservations?
2. What is your favorite hotel? Why?

Listening

First Listening: *Listen for the answer to this question.*

Does Mr. Lee make a reservation with the receptionist or the front desk staff?

Second Listening: *Circle T(true) or F(false).*

1. T F Mr. Lee wants a single room.
2. T F He is making a reservation for the end of August.
3. T F Mr. Lee reserves his room with a credit card.

Dialogue

Receptionist: Atlanta Hilton and Towers. How may I help you?

Lee : Hello. _____.

Receptionist: Thank you. I'll connect you with the front desk.

Front Desk: Front desk. May I help you?

Lee : Yes, please. I'd like to _____ for August 12th through 14th..

Front Desk: Just a moment, please. Yes, that's fine. May I have your name, please?

Lee : _____. Chang-Soo Lee, C-H-A-N-G dash S-O-O L-E-E.

Front Desk: And would you like to guarantee this _____?
Lee : Yes, my American Express number is 2929-3939-4949-5959.
Front Desk: Thank you, Mr. Lee. Let me give you your confirmation number. It's _____. We'll look forward to seeing you in August.

Speaking

Repeat each line of the dialogue above. Look at each line before you speak. When speaking, look up. Do not read while you are speaking.

Useful Expressions

Repeat each expression.

I'd like to make a reservation.

I'd like to reserve a room.

May I have your name?

What are your rates?

How much are your rooms, please?

Would you like to guarantee the reservation with a credit card?

We'll look forward to seeing you.

Sentence Practice

Substitute the expressions in each sentence. Practice the sentences.

1. I'd like to _____.
make a reservation
reserve a room
reserve a single room
2. May I have _____.
your name
your address
your credit card number

3. What are _____?

your rates

the charges per night

the room charges

Listening Practice

Out loud, ask questions or make statements in the situations you hear on the tape.

Example : You are speaking to a hotel clerk and want to make a reservation. What do you say?

I'd like to make a reservation, please.

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Role plays

Grammar

Drama activities

Singing

Storytelling

Writing activities

Debates/Discussions

Pronunciation practice

Dictation

Game

Reading activities

가 가 가? (1)

School life

Family

Entertainer

Science & Technology

Personal

Friends

Sports

Social

Culture

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가 : 20 5

- 65 -

W: Good evening, sir. Fill it up?

M: Yes. Fill it up, please.

W: Okay. Check your oil this evening?

M: Yes, and check the tires, too.

W: Oil's fine, and the tires are okay.

That's 40,000 Won. How would you like to pay for it?

M: _____

4 (가)

1 : 33 5 - : 6.29 ()

1. ?

The sailors were putting the lifeboats over the sides of the ship into the water. All the male passengers started helping the women and children to get into the lifeboats. All of them were eager to help the weaker people, without thinking of themselves. It was very cold and there was no light, except the light coming from the ship. People could hear the water to raise higher and higher inside the ship. They could also hear the brave members of the ship's band playing 'Auld Lang Syne.' Then, all at once, the lights went out. There was little time left. One side of the ship was pressed against the iceberg which looked like a huge wall of light.

calm and peaceful
lonely and isolated
exciting and mysterious
tragic and urgent
noisy and busy

2. ?

The British steamer Carpathia picked up the Titanic's SOS, but it took several hours to arrive on the tragic scene. She rescued 712 passengers and crewmen from the Titanic's lifeboats. They were all nearly dead because of the cold, and there were many casualties. The Carpathia saved all of those who were still alive. But Miss Evans was not among them. No one ever saw her again. Even if you speak about Miss Evans in Boston today, only a very few people will be able to remember her name. _____, she was one of the greatest women of Boston of America, and of the world.

As a result
Accordingly

Although
Nevertheless

In addition

. [3 4]

I know many people are against having a dress code for TV stars. They say stars should be free to wear clothes as they like. However, I think there should be some restrictions on what is worn on TV.

These days many teenagers regard singers, actors or sports players as their role models. Some teenagers like them very much and even imitate their appearance, clothes and ways of living and talking. Their actions do affect other young people. If they can't control themselves, shouldn't someone give them guidelines?

3. guidelines가 가 .

singers	appearance
dress code	way of living clothes

4. .

I think there should be a (A) for TV stars because they affect (B).

(A)	(B)
freedom	stars
dress code	adults
freedom	teenagers
dress code	teenagers
dress code	stars

5. 가 가 .

No living species is completely independent of others.

We all are living in the same boat called the Earth in which everyone is affected by all others. All living species are connected with each other so closely in a food chain that they cannot seem to live without each other.

What is certain is that everything we do to our environment will, in one way or another, affect the quality of our own lives. If we want the quality to be high, we must make sure that nature is finely balance and that it is not abused the way it has been.

2 : 33 5 - 12. 6

1. 가 ?

The development and use of the coach did not change the way they mounted.

A: Coachmen therefore adopted the aid of a whip.

B: The horse at times needed some prodding.

C: In fact, it only reinforced the rule of keeping to the left.

A-B-C

A-C-B

B-C-A

C-A-B

C-B-A

2. 가?

Because it transmits the values, skill, and the knowledge of a culture to a society's newest members, education perpetuates culture. Students learn from their teachers to behave in socially correct ways, so the educational process also acts as a type of social control. In fact, attending school gives many students their first opportunity to develop relationships outside the family. In this way, they learn how to behave in secondary groups after spending their early years in primary groups.

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3. _____ .

In the past two hundred years many kinds of animals have become extinct. As people spread over the land, they destroy animals home. Sixteen kinds of Hawaiian

birds have become extinct for this reason. Hunters have caused some animals to become extinct, too. In the last century, hunters killed all the passenger pigeons in North America and most of the buffalo. Today pollution is killing many animals including the bald eagle and brown pelican. Some animals become extinct because of changes in climate. The food that they eat doesn't grow anymore. Scientists think that the dinosaurs may have died out for this.

4. _____ ?

Staff Training Scheme: 14-Day Adventure Course in North Wales

- Activities include: mountaineering, caving, canoeing
- Suitable for complete beginners- full training given
- Emphasis on developing leadership skills

All equipment is provided but you must bring your own boots.

Places are very limited. Apply before January 31st.

Staff who attended this course in March cannot re-apply.

2

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5. figure 가 .

figure[ˈfɪɡjər] n. **1.** shape or form: be square in *figure* **2.** a diagram or an illustration:

The *figure* on page 22 shows the political map of Africa. **3.** written symbol for a number: Write the *figure* '7' on the board. **4.** the human body in terms of its general appearance; a handsome *figure* **5.** a person seen from a distance or not clearly: I saw the *figure* of a man in the dark.